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ABSTRACT

Organized around six components, this bibliography lists over 190 field-tested resources about peace education for young children. A short description introduces each of the following components: self-awareness, awareness of others, conflict resolution, love of nature, global awareness, and imagination. Although the bibliography includes some materials published as early as 1954, most were published in the 1970's and 1980's. Author, publisher, publication date, intended age audience, and a brief annotation are provided for each title. Appendices list books for children ages 6-12, books for adults, and curriculum resources. (LH)

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PEACE EDUCATION

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"If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children."

Mahatma Gandhi

A BIBLIOGRAPHY FOCUSING ON YOUNG CHILDREN

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INTRODUCTION

In this nuclear age, when headlines announce that our military leaders are "thinking the unthinkable," when the power of the world's nuclear arsenal could at any moment wipe out civilization as we know it, we teachers and parents are forced to question and reinterpret our roles. Besides facing our private fears, an awesome undertaking, we also are rethinking our tasks in raising children. As Dr. Ron Lally, chairman of Human Development at Far West Lab, so well said, "Each generation from now on must make the decision anew to contain the terrifying forces of this arsenal." Therefore it becomes clear how basic attitudes about self, others and nature are crucial in this process.

Attitudes and values have their beginnings in early childhood under the guidance of parents, pre-school teachers and other important adults. It is in this early socialization period that children can build healthy self-concepts, a tolerance for diversity and a caring attitude about others, and nature, while simultaneously developing their imaginary and problem solving skills.

In our society books are very much part of this early socialization process. They offer visual and verbal materials that children incorporate into their feeling and thinking. They offer a positive way to open up areas of discussion. They offer messages, pass on values and in a subtle way shape attitudes.

For example, in order to insure positive messages and values, teachers, parents and librarians are paying attention to racial and sex role stereotyping in books. Keeping these two concerns in mind we have collected books that contribute to those attitudes and skills necessary for building peaceful solutions on earth.

From this collection I have created a bibliography grouped around six components of Peace Education:

1) Self awareness
2) Awareness of others
3) Conflict resolution
4) Love of nature
5) Global awareness
6) Imagination

A short description introduces each component. Each book has been field tested with individual children as well as small groups of children. A reminder is in place here: The appropriateness and meaningfulness of a given book is based not only on the age of the children but also on their experiences and interests. Choose with care.

We hope that this bibliography will enhance many reading hours and adult-child conversations as well as enrich bookshelves at home and in libraries. In addition, we hope that it will encourage others to expand activities and practices related to the components of Peace Education. Last we hope to make a small contribution to world peace.

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Many thank yous to Julie Miller and Kate Compton who helped with the collection of books and to Mary Ann and Marcus who did the typing.

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"Peace is living in a cactus reading a book."
Terrence, 6

"Peace is having a toy,
Peace is feeling joy,
Peace is taking a run,
Peace is having fun,
Peace is feeling free,
Peace is you and me."
Darrell, 12

SELF-AWARENESS

A positive self-image lies at the root of trusting human relationships. Children's self-awareness grows tremendously in the early years, the time of recognizing the self as autonomous. Many factors contribute to this process. The most basic is security, a feeling that comes with having had many experiences of being accepted rather than rejected, of feeling safe and nurtured rather than threatened and ignored. Trust is built when a child knows that, no matter what, she is valued and accepted and that, no matter what, adults will set reasonable limits and keep the world safe. From this base children reach out, acquire skills and become competent. This learning by doing, if it is to build self-confidence and independence, requires unrushed time, room for mistakes, patient adults and plenty of opportunities to experiment and express feelings. Along with this learning children can cultivate positive feelings about their sexual and ethnic heritage, thus developing a healthy body-image. Altogether, a positive self-image brings feelings of trust, competence and joy and reduces helplessness, apathy and inability to respond. Furthermore, acceptance and love of self prepare the ground for accepting and loving others.

Aruego, Jose. **Look What I Can Do.** Charles Scribners Sons, 1971. (Ages 3-5.) A book of good humor, this almost wordless story of 2 Carabos is a spirited ballet of fun adventures.

Bang, Molly. **Ten, Nine, Eight.** Greenwillow Books, 1983. (Ages 2-4.) A warm and reassuring countdown to the land of dreams taking place in a black family.

Berson, Harold. **Henry Possum.** Weekly Reader Childrens Book Club Edition, 1973. (Ages 4-5.) Henry, the possum, goes into the grand forest and meets the inhabitants. He discovers a talent that delights others and saves him from the fox.

Brenner, Barbara. **Bodies.** E.P. Dutton, New York, 1973. (Ages 4-7.) A series of lovely photographs showing people of all ages, races and occupations using their bodies. Some scientific explanations, stressing the uniqueness of each person.

Carrick, Carol. **The Accident.** The Seabury Press, 1976. (Ages 4-7.) Christopher takes his dog for an evening walk. The dog runs into the road and is hit by a car. The story of Christopher's anger, sadness, and grief follows.

Geoffrey, Bernice. **Irene's Idea** and **Before We Are Six.** Waterloo, Ontario. Irene has no father and writes a lovely poem on Fathers' Day.

Hall, Mare. **Just Me.** Scholastic Books, 1965. (Ages 3-5.) A child moves through the day, imitating with his body all the animals he meets. Touches on observing, doing, pretending and feeling good.

Hazen, Nancy. **Grownups Cry Too.** Lolipop Power, Inc., 1973. (Ages 3-5.) A young boy explains that everyone needs to cry. Exploration of many feelings among children and adults. Text in English and Spanish.

Johnson, Crockett. **Harold and the Purple Crayon.** Harper and Row Publication, New York, 1955. (Ages 3-5.) Harold goes on adventures with his purple crayon that draws all the landscapes, creatures and houses he needs. Old favorite.

Keats, Ezra Jack. **Louie.** Scholastic Books, 1975. (Ages 3-4.) Louie, a shy child, comes alive watching a puppet show. His dreams about playing with June, the puppet, become real.

Keats, Ezra. **Whistle for Willie.** Scholastic Books, 1964. (Ages 3-5.) Wanting to whistle, pretending to be dad and following one's shadow are the events in this delightful tale about learning a new skill.

Lionni, Leo. **Fish is Fish.** Pinwheel Books, 1974. (Ages 3-5.) The young fish in this story would rather be something else. He learns the hard way that "fish is fish" and water is where he belongs.

Lobel, Arnold. **Ming Lo Moves the Mountain.** Scholastic Books, 1982. (Ages 3-5.) Delightful story about several attempts to move a mountain. Wisdom prevails.

Manus, Daniel. **The Big Orange Splot.** Scholastic Books, 1977. A homogenous neighborhood starts to change as people express their personalities through their houses and gardens. Colorful, imaginative, valuing personal choice.

Mitchell, Edna Preston. **The Temper Tantrum Book.** Viking Press, 1969. (Ages 4-7.) Animals are used to portray situations that deal with emotions of anger and frustration that are familiar to children. "I hate it when you comb my hair when it has tangles in it," roars Lionel Lion.

Moore, Lilian. **The Little Raccoon and the Thing in the Pool.** Scholastic Books, 1963. (Ages 3-4.) Little Raccoon wants to catch a crayfish for his mother's supper but is frightened by the Thing in the Pool! How he conquers his fear is delightful.

de Paola, Tomie. **Oliver Button is a Sissy.** Harcourt Brace Janovich, New York, 1979. (Ages 4-6.) Oliver likes to do unusual things for a boy, such as dressing up and dancing. His schoolmates, after much teasing and a school performance, finally accept him as he is.

Rich, Gibson. **Firegirl.** Feminist Press, 1972. (Ages 6-8.) Persistent and brave Brenda wiggles her way into the local firestation where she can practice becoming a firefighter. Interracial, non-sexist.

Simon, Norman. **I Wish I had My Father.** Whitmann, 1983. (Ages 4-8.) An excellent, introspective book about how children feel when their father has gone away.

Steig, William. **Sylvester and the Magic Pebble.** Scholastic Books, 1969. (Ages 4-6.) Sylvester, a donkey, turns into a rock. Many things happen until he can become himself again, united with his parents. Poetic language speaks of individual development and personal power.

Thaler, Mike. **Owly.** Harper and Row Publishers, 1982. (Ages 4-8.) Owly is endlessly curious about the world around him and wants his mother to tell him about everything. Wisely and lovingly, his mother sends him off to find the answers for himself and finally asks him a question of her own. It will strike a chord with every child and parent.

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good Very Bad Day.** Atheneum, 1976. (Ages 4-7.) From the moment he woke up (with gum in his hair) until he went to bed (his nightlight burned out and he bit his tongue), everything went wrong for Alexander.

Waxman, Stephanie. **What is a Girl What is a Boy.** Peace Press. (Ages 3-6.) Lovely photographs depicting limiting sex role stereotyping while pointing out the real differences between the sexes. Honest, matter of fact, two pictures of a nude child and two of a nude adult.

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Wells, Rosemary. **Max's New Suit.** Dial Press, 1979. (Ages 2-3.) Colorful, sturdy book that catches and holds a toddler's attention. All about getting dressed and ready.

Wise, Margaret. **The Friendly Book.** Golden Books, 1954. (Ages 2-4.) Poetic listing of familiar things young children like, such as: dogs, trains, people, snow, etc.

Wolff, Margaret. **What Can I Do.** Abelard, 1979. (Ages 2-3.) Colorful pictures and simple words describing young children's competencies. Perfect pocketbook size.

Yarbrough, Camille. **Cornrows.** Coward, McCann and Geogheagen, 1979. (Ages 4-8.) Mama's and Great Grandma's gentle fingers weave the design and their voices weave the tale as they braid their children's hair into the striking cornrow patterns of Africa.

"Peace is love that is passed on from generation to generation."
Clifford, 8

"Peace is caring for those around you
Peace is all nations joining hands
Peace is not destroying god's creation
Peace is knowing the meaning of love
Peace will only happen if everyone works together."
Silena, 10

AWARENESS OF OTHERS

Consideration of others is a valued characteristic of children and adults in our society. The concern with self, so pronounced in young children, does not exclude a developing concern for others. All along the way children show high awareness of others and practice empathy and friendly interactions, helping, and caring. First within the family children experience the pleasures and difficulties of human connectedness. They learn about acceptance, change and differences as well as special relationships and treasured moments. They discover the benefits of cooperation and mutual helping. Their positive social actions increase with age and exposure to the bigger world. Friends, neighbors, people in the wider community enrich their social fabric and bring new opportunities for giving and taking. Concrete noncompetitive adult support of these positive tendencies enhances children's efforts to share and care. Furthermore, children learn that to behave in a friendly way toward others brings friendliness in return. The actual practice of helping brings them a solid sense of competence.

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Adoff, Arnold. **Black is Brown is Tan.** Harper & Row, 1973. (Ages 3-5.) Everyday comings and goings among an interracial family. Laughter, accepting differences, common humanity. Poetic everyday language.

Alexander, Martha. **Nobody Asked Me if I Wanted a Baby Sister,** The Dial Press, New York, 1971. (Ages 3-4.) How does one get rid of a baby sister? Impossible, so let's grow up together.

Andre, Evelyn M. **Places I Like To Be.** Abingdon, Nashville, 1981. (Ages 3-5.) A real people book. Photograph showing children playing, living and exploring their favorite places. Interracial, all ages and special needs included.

Baylor, Byrd. **Guess Who My Favorite Person Is?** Charles Scribner's Sons, 1977. (Ages 4-6.) A prose poem of a gently shared afternoon between a girl and a man in a summer alfalfa field.

Brandenberg, Franz. **Nice New Neighbors.** Scholastic Books, 1977. (Ages 4-5.) Charming story telling about integration of new children on the block with the already existing crowd.

Byars, Betsy. **Go and Hush the Baby.** Viking Press, New York, 1971. (Ages 4-6.) An older boy is doing a wonderful job entertaining and quieting his baby sibling. Nurturing.

Charlip, Remy and Burton Supree. **Harlequin and the Gift of Many Colors.** Parents Magazine, New York, 1973. (Ages 5-7.) Harlequin is faced with missing the carnival because of not having a costume. All children give him a piece of their costumes and he creates a lovely outfit and goes "clothed in the love of his friends."

Cohen, Miriam. **Best Friends.** Collier Books, 1971. (Ages 4-6.) Tim would like a best friend. A positive experience at school helps him to find one. The book speaks to children's concern about friendships. A few sexist lines.

Creene, Laura. **HELP.** Human Science Press, 1981. (Ages 5-8.) Helping each other as well as getting help from nature and objects is the theme of this book. "It's easy to grow a garden. Not if I forget to water it. It helps if it rains." Imaginative treatment of help giving.

Delton, Judy. **The New Girl at School.** E.P. Dutton, 1979. (Ages 4-5.) A simple story of a young girl moving and starting a new school. At first she feels lonely and different.

Galdone, Paul. **The Little Red Hen.** The Seabury Press, 1973. (Ages 3-5.) A favorite folktale of the hen who tries to get her friends to help her tend the wheat from seed to bread.

Hoban, Russell. **A Birthday for Frances.** Scholastic Books, 1968. (Ages 4-6.) Frances experiences a lot of feelings about giving her favorite candy to her little sister on her birthday. Well developed, age appropriate dialogue. Old classic.

Hoban, Russel and Lillian. **Best Friends for Frances.** Scholastic Books, 1969. (Ages 4-7.) Old favorite about Frances, Gloria and Albert figuring out how to be best friends. Delightful, poetic, hits the spot with children.

Hoban, Russell and Lillian. **The Little Brute Family.** Avon Books, 1980. (Ages 3-5.) Have you met the little brute family? They eat sand for breakfast, pinch, push and growl until . . .

Hoban, Lillian. **Arthur's Honey Bear.** Scholastic Books, 1974. (Ages 4-6.) A story about a toy for sale, a favorite stuffed bear and two siblings figuring out how to take care of all this. Early reader.

Ichikawa, Satomi. **Friends.** Parents Magazine Press, 1976. (Ages 3-5.) Delightful account of the many facets of friendships. Delicate, detailed illustrations. Fun.

Ichikawa, Satomi. **Let's Play.** Philomel Books, 1981. (Ages 3-5.) Marvelous illustrations about children's many play situations. Each page also displays one drawing of a toy with the matching word.

Lionni, Leo. **Frederick.** Pinwheel Books, 1973. (Ages 3-5.) This captivating story is about a field mouse making his unique contribution to the mouse community. Joyful design and words.

Mill, Eleanor. **What Mary Joe Shared.** Scholastic Books, 1974. (Ages 3-6.) In her multi-racial classroom, Mary Jo is looking for something to share. She shares her dad, overcoming her shyness.

Milford, Sue and Jerry. **Maggie and the Good-bye Gift.** William Morrow and Co., Inc., 1979. (Ages 3-5.) Maggie's family has to move to a new town. Maggie accidentally finds a way to make them feel at home in their new neighborhood.

de Paola, Tomie. **Mama Upstairs and Mama Downstairs.** Puffin Books, 1981. (Ages 3-5.) Tommy lives in an extended family and especially loves his great grandmother. Her death makes him very sad until a falling star gives him some comfort.

Steig, William. **Amos and Boris.** Puffin Books, 1971. (Ages 4-6.) The touching story of Amos the mouse and Boris the whale and their friendship based on mutual respect and help.

Whitehouse, Jeanne. **I Have a Sister. My Sister is Deaf.** Harper and Row Publishers, 1977. (Ages 4-6.) Sensitive story about the capabilities and limits of a deaf sister. Shows caring, learning, teaching and family life. Beautiful pencil drawings.

Wildsmith, Brian. **Hunter and his Dog.** Oxford University Press, 1979. (Ages 4-6.) A hunting dog takes care of the shot ducks and brings sticks back to the hunter who, in the end, gives up hunting! Marvelous illustrations.

Wittman, Sally. **A Special Trade.** Scholastic Books, 1978. (Ages 3-5.) When Nelly was small, Bartholomew, her neighbor, pushed her in a stroller. They both get older and Nelly pushes Bartholomew in a wheelchair. A sensitive mutual helping relationship.

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Zolotow, Charlotte. **My Grandson Lew.** Harper and Row Publications, 1974. (Ages 4-6.) A six year old boy awakes one night remembering his grandpa. With his parents he freshens up old memories, making grandpa come alive.

Zolotow, Charlotte. **Mr. Rabbit and the Lovely Present.** Harper and Row, 1962. (Ages 3-4.) With the help of a friendly rabbit, a girl collects birthday gifts for her mother.

"Peace is birds because they hardly ever fight."
Allan, 10

"Peace is a big circle of people doing each other favors, like scratching someone's back or a cat's neck. But another kind of peace is not war, it's when the whole world is being friendly to each other. This is broken when one nation argues with another."
John Morris, 12

CONFLICT RESOLUTION

The complex web of human interaction inevitably brings along conflicts. Children experience conflicts over needs not met, things taken, attention not given and clashing of ideas. They also witness conflicts among adults, groups and nations. In fact, our culture is prone to exhibit many violent patterns in the streets as well as in the media.

Thus feelings of hostility, aggression, fear and resentment arise. The problems of what to do with these feelings is a difficult one for children as well as adults. Children struggle with ways of getting heard, getting things and asserting their personalities. Much of this is part of a healthy growing-up process. Learning how to express those feelings in non-damaging ways and learning how to accept what cannot be changed is also part of this process. To successfully develop personal power, recognize unsocial impulses and gain ability to work things out mutually with others takes much practice. Children at a young age understand that violent solutions carry harmful consequences and that it feels better to redress any harm done to others.

Young children strongly feel good and bad impulses struggling in themselves. Therefore it is not hard for them to understand that those on the good side have to try to convince others who do not share their views.

To actually work out no-win, no-lose solutions, compromises and agreements is the most difficult task. With help from adults, young children will begin to experiment with peaceful conflict resolutions. Positive models, in life and in stories, contribute to their store of non-violent ways of seeing and acting and encourage them to look for new solutions.

Alexander, Martha. **I Sure am Glad to See You, Blackboard Bear.** Dial Press, 1976. (Ages 3-4.) An imaginary bear helps a little boy solve problems with his playmates. Sharing and caring are discussed, the last page leaves much open.

Burningham, John. **Mr. Gumpy's Motor Car.** Thomas Y. Cromwell, 1973. (Ages 2-4.) Mr. Gumpy takes all the animals for a ride. When the car gets stuck in the mud, the only way out is for everyone to help push.

Carle, Eric. **The Grouchy Ladybug.** Scholastic Books, 1977. (Ages 3-5.) Grouchy Ladybug tries to pick a fight with a series of others and finally gets put right back into its original place. The passing of the hours is reflected in the size of each page. Strong colors, strong message.

Charters, Janet. **The General.** E.P. Dutton, New York, 1961. (Ages 4-7.) General Jodpur puts his army to work creating a most beautiful country. His influence is felt across the world. Imaginative tale about peace conversions.

Cole, Tamasin. **Fourteen Rats and a Rat Catcher.** Prentice Hall, Inc., 1976. (Ages 3-5.) Humorous story of how the rats made peace with the rat catcher. Colorful, fun illustrations.

de Paola, Tomie. **The Hunter and the Animals.** Holiday House, 1981. (Ages 4-7.) A wordless and beautiful book about a hunter changing his relationship towards the animals by breaking his gun.

de Paola, Tomie. **The Knight and the Dragon.** G.P. Putnam's Sons, 1980. (Ages 3-6.) A story about a knight and a dragon gearing up for a fight. The result is a disaster and they decide to pool their resources and open a BarBQ. Delightful illustrations.

Emberly, Barbara. **Drummer Hoff.** Prentice Hall, 1967. (Ages 3-4.) A story in poetry form about different military people loading a cannon. The shot brings about a lovely surprise. Creative blend of old fashioned military hierarchy and life in the end.

Fitzhugh, Louise and Sandra Scoppettone. **Bang Bang You're Dead.** Harper, 1969. (Ages 5-7.) An obvious anti-war lesson in words and pictures tracing the increasingly violent actions of some children who began a game of playing at war.

Foreman, Michael. **Two Giants.** Pantheon, 1967. (Ages 4-6.) Two happy giants fall out over the ownership of a seashell and gradually discover how ridiculous it is for the equally powerful to fight each other.

Hoban, Russell. **A Bargain for Frances.** Scholastic Books. (Ages 4-7.) Frances falls for a mean trick by her supposed friend. It takes a lot of working out to set things straight.

Kennedy, Richard. **Lost Kingdom of Karnica.** Sierra Club/Scribner, 1979. (Ages 4-7.) A mysterious red stone is discovered by two farmers. The king wants the stone for its wealth. A wise man warns it will bring trouble to everyone.

Leaf, Munro. **The Story of Ferdinand.** Viking Press, 1969. (Ages 3-5.) Classic story of a bull who did not want to fight.

Lionni, Leo. **Swimmy.** Scholastic Books, 1968. (Ages 3-5.) By banding together, a school of fish defy the fierce big fish. Outstanding illustrations of ocean life.

Lobel, Anita. **Potatoes, Potatoes.** Harper, 1967. (Ages 5-7.) Two brothers, soldiers in opposing armies, meet to do battle on their own potato field, a situation which nearly kills their mother.

Minarik, Else Holmelund. **No Fighting, No Biting.** Harper and Row, 1978. (Ages 4-5.) Cousin Joan reads the delightful stories of two feisty little alligators and two quarreling children. Fun, and familiar dialogue.

Patti, Celestino. **The Happy Owls.** Aladdin, 1964. (Ages 4-6.) Two owls live in harmony while the barnyard fowl fight constantly. The fowl visit the owls to find out their secret and are surprised at the owls' answers.

Payne, Emmy. **Katy No-Pocket.** Scholastic Books, 1944. (Ages 3-5.) Katy Kangaroo is troubled that she doesn't have a pocket in which to carry Freddy, her son. She searches everywhere until she finds a solution to her dilemma.

Provensen, Alice. **A Peaceable Kingdom.** Penguin, 1982. (Ages 3-6.) An alphabet verse with clear illustrations supplemented frequently by minute inscriptions representing Shaker thought such as "Come gather under my wings of Peace."

Sanchez, Garcia YMA Pacheco. **La Nina Invisible.** Wensell, 1978. (Ages 4-6.) The story of a child, Maria, who gets caught between the hostilities of the blue and green children. By becoming invisible and undoing the hostile acts she helps create peaceful play.

Sharmat, Marjorie Weinman. **I'm Not Oscar's Friend Anymore.** (Ages 4-6.) It's hard to stay angry since it's more fun being friends.

Schecter, Ben. **The Toughest and Meanest Kid on the Block.** (Ages 4-6.) Even bullies can turn into friends. And sometimes it's good to have a big, strong friend!

Udry, Janice. **Let's be Enemies.** Harper and Row, 1961. (Ages 3-4.) The "ups and downs" of the friendship of two boys. Humorous, using four-year-old language.

Wahl, Jan. **The Animals' Peace Day.** Crown Publishers, New York, 1970. (Ages 3-5.) The animals gather for a peace day and dinner and in no time get entangled in a quarrel. When fighting ends they say, "Let us try again tomorrow." Outstanding illustrations.

Wiesner, William. **Tops.** Viking, 1969. (Ages 5-7.) Two gentle giants make friends, and their example brings peace to two countries at war.

Winthrop, Elizabeth. **That's Mine.** Holiday House, New York, 1977. (Ages 3-5.) After a fight two children discover that they can build better and more beautifully together.

Wolioff, Patty. **The Dragon and the Gold.** Scholastic Books, 1983. (Ages 4-6.) Delightful rescue story of a ransomed prince. A determined young woman and her generosity overcome all difficulties. Early reader.

Zolotow, Charlotte. **Big Brother.** Harper and Row, 1982. (Ages 3-5.) Big Brother teases little sister until she cries. One day she stops crying and sees through his attempts to communicate with her. A change takes place. Delicate illustrations.

Zolotow, Charlotte. **The Hating Book.** Harper and Row, New York, 1969. (Ages 4-6.) A story about how a friendship between two best friends falls apart because of a misunderstanding. A good statement because it shows how it is the responsibility of *both* friends to tell each other what is bothering them and how they feel.

Zolotow, Charlotte. **The Quarreling Book.** Harper and Row, 1963. (Ages 5-6.) Describes how a quarreling mood can start a chain reaction among people. A friendly action then reverses the whole process.

"Peace is smelling a tree."
Carrie, 6

"It's a small world. Let's keep it together."
Lisa, 10

LOVE OF NATURE

The understanding and feeling of connectedness with nature starts at an early age. Children from birth on are naturally intrigued about their environment. Touching, looking, tasting, hearing and smelling are their ways of scientific discovery. Animals and the out-of-doors especially attract them without fail. To touch a kitten, taste sourgrass and splash in the waves are some of the delights of early childhood. To grow plants, even if only on a windowsill in an apartment, is a favorite activity and teaches about the wonders of transformation. Responsibility for tending grows out of a garden project and taking care of animals. Participation in recycling efforts gives children a sense of self-reliance, competence and stewardship and teaches about rudimentary environmental concerns. Opportunities to explore the natural environment in all seasons on one hand lessens children's fears about the unknown, and on the other opens up doors to beauty and enjoyment. Encouraging children to respect and enjoy the earth is a way of encouraging respect for all life.

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Aliki. **At Mary Blooms.** Puffin Books, 1978. (Ages 3-5.) A mouse has babies and Mary Bloom stops everything to hold a party for everyone.

Balthis, Judy Beach. **Ano Nuevo: A Children's Guide.** Firehold Press. (Ages 3-6.) Line illustrations that may be colored in. Fairly simple explanations of the ways Ano Nuevo residents—both animal and plant—can be easily ad-libbed to make it age appropriate.

Bancroft, Henrietta. Gelder, Richard. **Animals in Winter.** Scholastic Books, 1963. (Ages 4-6.) A description of how all the familiar wild animals prepare for wintertime. Good nature study.

Barchas, Sarah. **I Was Walking Down the Road.** Scholastic Books, 1975. (Ages 2-4.) A child picks up all the creatures on her path and puts them in cages. At the end they are set free. Very familiar theme for young children.

Barlowe, Dot and Sy. **Who Lives Here? Animals of the Pond, Forest, Prairie, Desert, Mountains, Meadow and Swamp.** Random House Pictureback, 1978. (Ages 3-6.) Lovely drawings depict a wide variety of habitats and who lives there.

Bonners, Susan. **Panda.** Scholastic Book Services. (Ages 3-5.) A lovely book all about a giant panda and her cub. Tells of the nurturing and growing up of the cub in a touching way.

Charlip, Remy. **My Very Own Special Particular and Personal Cab.** Houghton Mifflin Co., Boston, 1963. (Ages 3-5.) Cab are cats, independent and friendly when they feel like it. A child-cat relationship is sorted out in a rhyming dialogue.

Crarelick, May. **What's Inside?: The Story of an Egg that Hatched.** Scholastic Book Service. (Ages 3-5.) Tap. Tap. Tap. What is going on inside this egg? Is it a chicken? No. Then what can it be?

Crowell, Thomas Y. **What I Like About Toads.** Let's-Read-And-Find-Out Science Book. (Ages 4-8.) Enumerates all the things to like about toads, such as their nightly consumption of large quantities of bugs, beetles, flies and mosquitos. Hopefully by knowing more about these special creatures, one will grow in admiration for them.

Dragonwagon, Crescent. **When Light Turns to Night.** Harper and Row, 1975. (Ages 3-5.) At twilight, Ellen likes to climb a hill and feel the peace of the natural world.

Fisher, Aileen. **Anybody Home?** Thomas Y. Crowell, 1980. (Ages 3-5.) A book in rhyme about a girl who goes to a meadow and looks for animals and their homes.

Flack, Marjorie. **Timi Tadpole and the Great Bullfrog.** Doubleday and Co. (Ages 3-6.) Every day, all day long Tim Tadpole felt sorry for himself because he couldn't sit in the sun nor could he jump nor sing. Until one day what should Tim find kicking out near his tail but two little legs.

Fregosi, Claudia. **Sun Grumble.** MacMillan Pub. Co., 1974. (Ages 5-7.) Beautifully illustrated storybook about the sun.

Flack, Marjorie. **The Story About Ping.** Scholastic Books, 1933. (Ages 3-5.) Ping, the Chinese duckling, gets caught after some adventures. A boy sets him free again. Old favorite.

Friskey, Margaret. **Johnny and the Monarch.** Childrens Press, Chicago. (Ages 3-6.) A boy and a dog are confounded by a butterfly and a disappearing duck. Describes the cycles of these animals in a fairly life discovering way.

Goble, Paul and Dorothy. **The Friendly Wolf.** Bradbury Press, 1974. (Ages 4-7.) An Indian myth of two children who become lost in the woods. Beautiful illustrations.

...din, Augusta. **The Sunlit Sea.** Thomas Y. Crowell Co. (Ages 4-8.) Clear, rich descriptions of sea life which literally ends by bringing it all back home—"And someday you will be eating the tuna that grew in the waters of the sunlit sea."

Graham, Margaret Bloy. **Be Nice to Spiders.** Harper and Row, New York, 1967. (Ages 3-5.) Helen, the spider, takes care of the fleas that plague the animals in the zoo.

Growell, Thomas Y. **It's Nesting Time.** Let's-Read-And-Find-Out Science Book. (Ages 4-6.) So many kinds of nests made to match the needs and resources of different kinds of birds. Describes the process of building and how you can help the birds build their nests. A miracle of construction.

Hader, Berta and Elmer. **The Big Snow.** Collier Books. (Ages 4-8.) Caldecott Award. Sympathetic account of animals preparing for and coping with the coming of winter.

Hall, Marie. **Play with Me.** Viking Press, 1955. (Ages 3-5.) A girl looks for a playmate in the meadow. By sitting quietly she makes contact with all the animals in her surroundings. Happiness abounds. Old favorite.

Harves, Judy. Illustrated by Cowell Thomas Aliki. **Bees and Beelines.** (Ages 4-6.) Interesting, informative account of the habits of bees. Would work especially well as a resource book with individuals or small groups of children. How can bees fly so straight? How do they find their way?

Hoberman, Mary Ann. **A House is a House for Me.** Puffin Books, 1982. (Ages 4-6.) A rhyming book gives an astonishing array of examples of the houses around us and in nature.

Hurd, Edith Thacher. **The Mother Whale.** Little, Brown and Co. (Ages 3-5.) Lovely, beautifully illustrated story of a Sperm Whale being born, growing up, mating, and coming full cycle again in giving birth.

Koenner, Alfred. **Be Quiet Beside the Lake.** Imported Publications, Chicago, Ill. (Ages 2-3.) Simple verse and pictures commenting on nature's events such as rain, a fluttering butterfly, etc.

Krauss, Ruth. **The Carrot Seed.** Harper & Row, 1945. (Ages 2-4.) A little boy plants a carrot seed, tends it, keeps his confidence in its growth in spite of others who doubt, and finally pulls a lovely carrot up.

Kuskin, Karla. **James and the Rain.** Harper and Row, 1957. (Ages 3-5.) James watches the rain, gets all ready, and strolls along meeting animals 1, 2, 3, etc. of a kind, each with its own way of playing rainy day games.

Kwitz, Mary DeBall. **Little Chicks Story.** Scholastic Books, 1978. (Ages 3-4.) Five eggs are laid by mother hen; one hatches out and the rest are gifts for others.

Lexan, Joan M. **The Spider Makes a Web.** Illustrated by Wheatley, Arabelle. Scholastic Book Services. (Ages 4-6.) Full account of the process of web-making and the cycle for new little spiders seeking their own homes for growing up and creating a new generation.

Lionni, Leo. **The Biggest House in the World.** Pinwheel Books, 1973. (Ages 3-5.) A young snail learns that the smallest, most simple house is the best of all.

Lirsentmaier, Walter. **Wonders of Nature.** Random House Picture Book. (Ages 4-6.) Intriguing facts about the curiosities of nature. Fun to share one-on-one or in a small group.

McGovern, Ann. **Little Whale.** Scholastic Book Services. (Ages 4-8.) Good resource book. Wordy and full of information that is best absorbed in small groups. Tells of a humpback whale's life story.

Merrill, Claire. Illustrated by Swan, Susan. **A Seed is a Promise.** Scholastic Book Services. (Ages 3-5.) Seeds are so much a part of our daily experience. Tells how the promise of the seed is fulfilled, how seeds are made, how they travel and how they can grow.

Miller, Edna. **Jumping Bean.** Prentice Hall, 1979. (Ages 3-5.) Edna Miller brings the true story of the jumping bean to life in this interesting exploration of the bean larva developing into a tiny moth.

Miller, Jane. **Birth of a Foal.** Scholastic Book Services. (Ages 4-6.) Story in photos of the first few days of a foal's life. Touching in the mutual affection of mother and foal and in the growing independence of the baby.

de Paola, Tomie. **The Cloud Book.** (Ages 6-8.) Beautiful illustrations. Interesting information about different sorts of clouds.

de Paola, Tomie. **Charlie Needs a Cloak.** Scholastic Book Services. (Ages 3-6.) Follows the entire natural process of making a cloak from shearing the sheep to sewing the woven cloth. The story is light and funny with Charlie's mouse and lamb friends playfully teasing him all along the way.

Parker, Bertha. **The Wonders of Seasons.** Golden Press, 1966. (Ages 4-6.) A picture book dealing with the changing seasons and the signs for each season.

Phleger, Fred. **The Whales Go By.** Beginner Books Random House. (Ages 3-6.) A clear, informative account of the Grey Whales' annual migration from Alaska to Scammon's Lagoon in Mexico to give birth.

Schweitzer, Baylor Byrd. **Amigo.** Illustrated by Williams Garth. Collier Books. (Ages 4-8.) Francisco, a little Mexican boy, wants a pet, but it must be a wild pet, one that the family won't have to feed. With patience, love, and understanding, Francisco and Amigo come to know each other and at last "tame" each other.

Selsam, Millicent E. **All Kinds of Babies.** Scholastic Book Services. (Ages 3-5.) There are lots of babies that look like their parents, but some don't look a bit like their parents: as tadpoles. Every kind of living thing in the world makes more of its own kind.

Selsam, Millicent E. and Ronald Goor. **Backyard Insects.** (Ages 3-6.) Simple, interesting text, beautiful photographs. Organized by ways of self-protection: hidden insects (camouflage), insects with warning colors, copy cat insects and scary insects.

Selsam, Millicent E. **How Puppies Grow.** Scholastic Book Services. (Ages 3-5.) How do puppies grow? How do they learn to walk? How do they play? How does their mother take care of them?

Shulevitz, Uri. **Dawn.** Farron, Straus and Giroux, 1974. (Ages 3-5.) Beautifully illustrated story of a boy and grandfather experiencing the morning after a night of sleeping outside.

Tarjemanov, D. **Skutugan.** Progress Pub., Moscow. (Ages 5-10.) How a young woodpecker learns to appreciate his special niche. As his grandfather says to him, ". . . Now you're quite grown up. You've learned for yourself how to get food and heal the trees. From now on we'll seek out pests and look after the forest together."

Jordon, Helene J. Illustrated by Low, Joseph. **How a Seed Grows.** Let's-Read-And-Find-Out Science Book. Thomas Y. Crowell. (Ages 3-5.) A very readable book, tracing step-by-step of every fine detail of the sprouting of a seed. Large type, simple illustrations, experiments that are fun and age-appropriate.

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Paper Crane
"I will write peace on your wings and you will fly all over the world."
Sadako Sasaki, age 12

"True peace suggests the triumph of justice and love among men; it reveals the existence of a better world wherein harmony reigns."
Dr. Maria Montessori, 1943

GLOBAL AWARENESS

Racial and sexual prejudice and discrimination are forces tearing at the foundations of all nations, profoundly dividing groups everywhere. They are based on misconception, fear and ignorance.

Children are continually exposed to these influences. Stereotypes and misconceptions, so prevalent in our media, can be deeply ingrained at an early age. Children's natural ignorance and fear of the unknown make them vulnerable to instillment of dislikes of certain people and nations. The value of reducing and counteracting such negative cultural influences is indisputable. In fact, it is an important aspect of helping children gain a sense of who they are and their place in our multicultural world. As a first step we must help children to cultivate a positive feeling about their sexual and ethnic heritage. From this base, respect for people from a variety of cultures and races can be built. Children's curiosity and interest in all that's new and different aid greatly in the exploration. Concrete experiences as close to home as possible provide the best learning ground. Hearing different languages, observing different customs, eating unusual foods, listening to stories of far-off places and traveling across any borders are some ways children can discover that people are similar in many ways and different in others. The understanding that differences bring beauty and richness to one's life starts to grow.

At this point children can also discover that differences have or are still causing hardship to others. Positive actions and views of adults are crucial here and directly shape children's budding sense of social justice.

Books of other cultures are part of this opening up of the world. They contribute to the "world family" sense of interdependence so much needed today.

Aleichem, Sholem. **Hanukah Money.** Greenwillow Books, 1978. (Ages 4-8.) Hanukah, a joyous Jewish holiday, is described through the eyes of 2 brothers. Beautiful illustrations and much detail about the traditions surrounding Hanukah.

Bank, Betsy. **The Old Woman the Rice Thief.** Greenwillow Books, 1978. (Ages 5-7.) Beautifully illustrated tale of India. With the help of scorpio-fish, a wood apple and others, the thief is chased out of town. Fun.

de Paola, Tomie. **The Legend of the Blue Bonnet.** G.P. Putnam's Sons, 1983. (Ages 5-8.) An old Texas Indian tale about a girl who gave up her most prized possession in order to bring the rain spirit back to the tribe.

Feelings, Murial. **Moja Means One: Swahili Counting Book.** Dial Press, 1971. (Ages 4-10.) Numbers take the readers through the unique qualities of East African culture. An African map plus a brief history of American Blacks are included.

Friskey, Margaret. **Indian Two Feet and His Horse.** Scholastic Books, New York, 1959. (Ages 3-5.) A Navajo child looks for a horse. A horse with a sore leg finds him. They stay together. Classic book.

Hall, Geraldine. **Kee's Home.** Northland Press, 1976. A beginning Navajo and English reader, this book tells the story of a Navajo boy and his family. Text and illustrations are directed toward incidents and setting to which the Navajo child can relate. For English speaking children the book will provide a glimpse of Navajo life and an introduction to the Navajo language.

Harrison, David. **Everywhere.** Rand McNally & Co., 1973. (Ages 5-8.) The reader visits chidren on all 5 continents. The different lifestyles are described from a child's point of view. The story from China is pre-revolutionary due to the age of the book. Interesting and instructive.

McDermott, Gerald. **Arrow to the Sun.** Puffin, 1981. (Ages 5-7.) A Pueblo Indian tale about a boy's search for identity. Wonderful pictures.

McDermott, Gerald. **Anansi the Spider.** Holt, Rinehart and Winston, New York, 1972. (Ages 4-6.) In this traditional Ashanti tale, Anansi sets out on a long journey. Full of predicaments. In the end all is resolved in a touching fashion.

Miles, Miska. **Anne and the Old One.** Atlantic Monthly Press Book, 1971. (Ages 5-8.) Annie, a Navajo girl, comes to some understanding of the passing of time through her grandmother's teachings. Authentic description of Navajo culture and values. Beautiful illustrations.

Mosel, Arlene. **Tiki Tiki Tembo.** Scholastic Books, 1968. (Ages 4-6.) Chinese folktale of a little boy falling into the well and being rescued. Pleasing illustrations and much fun word play and repetition. Good story.

Otsuka, Yuzo. **Suho and the White Horse.** 1982, Viking Press. (Ages 5-8.) A legend from Mongolia, dramatically told. Beautiful sweeping illustrations that reflect the changing mood of the story. A young shepherd finds his loyal white horse and loses it because of the greed of a despotic nobleman.

Rice Bowers, Kathleen. **At this Very Minute.** Little, Brown and Co., 1983. (Ages 4-8.) Just before going to sleep a child's thoughts wander to others in the community, country and the world, wondering what they might be doing.

Rose, Anne. **Akimba and the Magic Cow.** Scholastic Book, 1976. (Ages 4-6.) African folktale. Akimba receives magic gifts, loses them to a greedy neighbor and finally gets them back.

Sleater, William. **The Angry Moon.** Atlantic Monthly, 1970. (Ages 5-8.) An original Tlingit legend about the freeing of Lapowinsa who got trapped by the moon. Ethnic images and values are represented in a most colorful fashion.

Spier, Peter. **People.** Doubleday and Co., 1980. (Ages 4 to . . . 90.) A glorious celebration of people's diversity everywhere. A message to be remembered for people of all ages. Humorous, detailed and delightful illustrations about feasts, holidays, feelings and activities.

Yashima, Taro. **The Crow Boy.** Puffin Books, 1955. (Ages 5-8.) Chibi, who comes to school from a remote farm house, is the outcast among his classmates until the day when he is able to show his special talents at a school performance. Sensitive story from Japan.

Yashima, Taro. **The Village Tree.** The Viking Press, 1953. (Ages 4-6.) A village tree in Japan provides the play space for a group of lively children who climb and picnic in its branches and fish, jump and mudplay in its shadow.

"Peace is people talking together with a heart in between them."
Siri Guru Dev Kaur, 5

"Peace is a friendship dance that everyone holds hands in."
Dana, 9

IMAGINATION

Our complex world requires much creative thinking and imagination to solve problems, whether they are problems of personal relationships, relationships between countries or technological problems. In our culture we tend to look at imagination as something extra: something to be tamed or at least reserved for the stage, something to be turned into rational thinking. This view limits us all.

Children naturally rely on their imagination, especially in their early years. Through interaction with people and materials they create their original ideas about relationships and scientific concepts. Imaginary friends, elaborate theories about rain and lightning, ever-changing play themes and original languages reflect the imaginary power and creative thinking of growing children. A high level of imagination helps them express their experiences and feelings, change unpleasant parts in it and magically add whatever matches their wishes. Understanding the situation of another being also requires much imagination, especially if the other is perceived as an enemy.

As adults we can cherish children's intuitive, spontaneous imagination and creative thoughts, we can support them by inferring and judging as little as possible. By providing a great variety of self-expressive materials as well as imaginative books and stories we actively encourage the creative processes so apparent in children.

This emphasis on the creative process teaches children directly that there are many ways of doing things, many ways of looking at something. Of special value are the books without words, since their images foster original stories and thoughts, thus preventing rigid and patterned thinking.

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Bernard-Wescott, Nadine. **The Vegetable Garden.** Little, Brown and Company. (Ages 3-5.) A hilarious, gay interpretation of the well known folktale about competition. A whole village grows giant vegetables and then has to figure out what to do with the harvest. Full of fantasy.

Burningham, John. **Come Away from the Water, Shirley.** Harper Trophy Book, 1977. (Ages 4-6.) A fresh and fun beach story about Shirley's imaginary experiences and her parents' rational comments.

de Paola, Tomie. **The Legend of the Blue Bonnet.** G.P. Putnam's Sons, 1983. (Ages 5-8.) An old Texas Indian tale about a girl who gave up her most prized possession in order to bring the rain spirit back to the tribe.

Felix, Monique. **The Story of a Little Mouse Trapped in a Book.** Star, Elephant Books. The Green Tiger Press, 1980. (Ages 3-4.) A mouse magically transforms a page into a new world for himself. No words are used.

Ginsburg, Mirra. **How the Sun Was Brought Back to the Sky.** Macmillan Publishing Co., Inc., 1975. (Ages 3-5.) When the sun did not shine for 3 days, the animals missed it. They searched for the sun's house and together cleaned it off so it could shine again.

Hall, Marie. **Gilberto and the Wind.** Viking Press, 1963. Imaginative play between Gilberto, the kite, the gate and the wind.

Haas, Irene. **The Maggie B.** Atheneum, 1983. (Ages 4-7.) this is the story of a wish come true. Margaret wishes to sail for a day "alone and free with someone nice for company." With her little brother James, a whole day is spent on an imaginary, luminous ocean.

Hoban, Tana. **Look Again.** McMillan Publishing Co., Inc., 1971. (Ages 3-6.) A series of exciting photographs, rich visual surprises that encourage discovery and many ways of seeing a picture.

Hutchings, Pat. **Changes, Changes.** McMillan, 1973. (Ages 3-5.) A wordless tale about the everchanging forms possible in building with blocks. Built-in adventures, suspenses and surprises. Delightful.

Ichikawa, Satomi. **From Morn to Midnight.** Thomas Y. Cromwell Co., 1977. (Ages 4-8.) Poems by various authors dealing with a variety of subjects. Beautiful pictures and verse.

Keats, Ezra Jack. **Regards to the Man in the Moon.** Four Wind Press, New York, 1981. (Ages 4-6.) Marvelous story of two children taking off into outer space on a spaceship built of junk. Exquisite illustrations.

Kellogg, Steven. **Much Bigger than Martin.** Dial Press, 1976. (Ages 4-6.) How to live with a big bossy brother? Martin uses his imagination and finally comes to accept himself while creating a funny solution.

Lindgren, Astrid. **The Tomten.** Coward, McCann and Geoghegan, Inc., 1979. The Swedish troll, Tomten, makes his rounds in the moonlight. No one has seen him but sometimes children wake to see his footprints in the snow. Delightful tale, rich illustrations by Sweden's foremost painter of animals and nature.

Lionni, Leo. **Little Blue and Little Yellow.** Juan Oblensky, New York, 1959. (Ages 2-5.) The imaginative travels of little blue and little yellow create a new color. Leaves room to create new images.

Lobel, Arnold. **Fables.** Harper and Row, 1980. (Ages 4-8.) Marvelous collection of imaginative fables, funny and true. Each accompanied by an illustration rich in detail and glowing colors.

Mari, Iela. **The Little Red Balloon.** Barrons Educational Services, Inc., New York, 1979. (Ages 2-4.) A red balloon goes through several transformations and ends up as an umbrella. Wordless, visual treat.

Mayer, Mercer. **A Boy A Dog A Frog and a Friend.** Dial Press, 1971. (Ages 3-5.) A wordless book about a boy's adventure on a fishing trip. Humor, funny drawings.

Orbach, Ruth. **Apple Pop.** Collins, 1979. (Ages 4-6.) A delightfully zany story of how a little girl and her family cope with all the apples an old apple tree produces.

Ormerod, Jan. **Moonshine** and **Sunshine.** Penguin Books, 1981. (Ages 2-5.) Two books without words about going to bed and getting up. Subtle colors and humorous touches make this portrayal of late and early family hour enchanting. Winner of the Australian Picture Book of theYear Award.

Scheer, Julian. **Rain Makes Applesauce.** Holiday House, New York, 1964. (Ages 4-6.) Fantastic illustrations of fun non-sense sentences. Lots of detail and language play.

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APPENDIX I: BOOKS FOR CHILDREN AGES 6-12

In our collection work we came across some fine books for older children that warranted inclusion in this bibliography. More extensive bibliographies and school curriculums are published by groups listed at the end of this section.

Adams, Adrienne. **Poetry of Earth.** Charles Scribner Sons, 1972. (Ages 4-10.) A collection of 33 poems that speak movingly of the earth and its creatures in the simple language of fine poets.

A First Look At: Series--Leaves; Insects; Whales; Birds; Mammals; Fish; Snakes; Lizards and Other Reptiles. (Ages 4-8.) Encourages the child's powers of observation. Simple and engaging. Asks interesting questions, suggests various ways to find out more. What is a whale? A whale is an animal that lives in water. A fish is also an animal that lives in water. Is a whale a fish? The books goes on to answer that question by making distinctions between fish and mammals, of which whales are one.

Baker, Betty. **The Pig War.** Harper, 1969. (Ages 6-10.) An I Can Read History of the 1859 incident between the United States and British Canada that began with an intrusive pig and nearly escalated to a full-scale war; an easy-to-read demonstration of the idiocies that can grow into international conflict.

Baylor, Byrd. **The Desert is Theirs.** Aladdin, 1975. (Ages 5-8.) Finely drawn and delicately written impressions of the way Papagos Indians live with nature.

Barnhart, Betty. Larzon Kenneth L. **Interdependence and the Santa Cruz County Environment.** Santa Cruz County Office of Education, 1974. 2 books: Primary grades and intermediate grades. Extensive compilation of activities including field trips, resources including films, speakers, community agencies and literature relevant to a wide range of environmental themes such as pollution, conservation of resources, ecology, nature, games and art.

Coerr, Eleanor. **Sadako and the Thousand Paper Cranes.** G.P. Putnam's Sons, 1977. (Ages 9-11.) Sadako, a 12 year old Japanese girl, dies of Leukemia 10 years after the bomb. She is portrayed as a spirited brave girl who faced the future with courage.

Cornell, Joseph Bharat. **Sharing Nature with Children: A Parent's and Teacher's Nature-Awareness Guidebook.** Ananda Publications. (Grades K-6.) Nature games that are simple, direct experiences that teach values as well as facts. Indexed by basic mood, concepts taught, when and where to play it, number of players, best age group, materials needed. Joseph Cornell promotes perception and sensitivity toward the earth. Loving the earth, we will be compelled to protect it.

Freschet, Bernice. Illustrated by Corrick, Donald. **Bear Mouse.** Scholastic Book Services. (Grades K-Primary.) A suspenseful account of a mouse's wintertime hunt to find food for its babies—a hunt that is fraught with danger.

Harrison, Marta. **The Nonviolence and Children Program.** Copies can be obtained from Nonviolence and Children Friends Peace Committee, 1515 Cherry Street, Philadelphia, PA 19102. **For the Fun of It! Selected Cooperative Games for Children and Adults.** 1975. Thoughtful sharing of philosophy of cooperation and how it is developed through activities that work well to build group trust and mutual affirmation, cooperation and values clarification. Focuses also on inventing and revising games to be more cooperative. (Grades Preschool-Elementary.)

Houck, Oliver. **The Best Present of All.** National Wildlife Federation. (Ages 6-10.) Colorful, amusing, provocative tale of a king's search for the perfect present for future generations. Discusses all energy sources before choosing the energy heir: solar energy, of course.

Maruki, Toshi. **Hiroshima—No Pika.** Lothrop, Lee & Sherard Books, 1980. (Ages 7-12.) A little girl's experience of the bombing of Hiroshima. Realistic and personal writing, beautiful, moving illustrations. The book is dedicated to the fervent hope the flash will never happen again. Award winning book in Japan.

Matre, Steven Van. **Acclimatization: A Sensory and Conceptual Approach to Ecological Involvement.** American Camping Associations. (Ages 6-10.) A practical guide to moving beyond the limited involvement of identification, collection and experimentation in nature to total immersion in the natural environment. The children involved learn a love and respect for nature that comes from the heart as well as the head.

Orlick, Terry. **The Cooperative Sports and Games Book: Challenge Without Competition.** Games for children 3-12. Engaging games that focus on playing together so everyone wins. Ways to remake old games and create your own. Games from other cultures (learning to appreciate diversity and our common humanity—their games are often very much like ours!).

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Tresselt, Alvin. **The Dead Tree.** Parents Magazine Press. (Ages 6-10.) Straightforward descriptions of the process of an oak dying, decaying and becoming one with the earth again. Tells of how this process involves the rest of the environment—weather, plants and animals.

Watts, Lisa. **The Children's Picture Atlas.** Usborne, 1976. (Ages 6-10.) Each continent as well as the two poles presented geographically, climatically, and politically, animals and people. Work situations and products are represented appropriately. Each place is treated respectfully, though interdependence is not shown.

Womens Ed. Press. **Come With Us.** Coach House Press, 1978. (Ages 6-12.) A book written and illustrated by children from many different countries who immigrated to Canada. It tells the stories of their lives and their families' experience.

Zim, Jacob, Uriel Ofek and Dov Vardi. **My Shalom, My Peace: Paintings and Poems by Jewish and Arab Children.** McGraw-Hill, 1975. (Ages 6-10.) The poems, all about peace in the Middle East, are incredibly mature and poignant, and the illustrations are colorful and attractive. This volume is especially recommended.

APPENDIX II: BOOKS FOR ADULTS

Since it is our responsibility as parents and teachers to educate ourselves on the nuclear arms race, I have decided to add some books considered to be of prime relevance on this topic.

Dr. Caldicott, Helen. **Nuclear Madness—What Can You Do?** Autumn Press, 1978. Helen Caldicott's struggle against atmospheric testing, effects of radiation, danger of plutonium, the arms race and an appeal for action. Simple and powerful introduction to the topic by a passionate opponent of nuclear power and weapons.

Keyes, Ken Jr. **The Hundredth Monkey.** Vision Books, 1982. In a simple and open-hearted manner, Mr. Keyes introduces a way of using your own energy to change the destructive course of current events.

Lifton, Robert J. and Falk, Richard. **Indefensible Weapons.** Basic Books, Inc., 1982. This book effectively shatters the system of illusions that sustain the nuclear arms race. The authors provide a psychological and political antidote to the nuclear arms race.

McGinnis, Kathleen and James. **Parenting for Peace and Justice.** Orbis Books, 1981. The authors help us discover concrete ways of living and parenting that transform deep social concern and Christian thought into everyday action.

Dr. Osada, Arata. **Children of Hiroshima.** Harper and Row, 1982. Written six years after the atom bomb was dropped on Hiroshima, this book is a collection of essays written by children who survived the bombing. The accounts give us insight into the psychological effects of the bombing and move us to examine the implications of living in a nuclear age.

Scheer, Robert. **With Enough Shovels.** Random House, 1982. Illuminating interviews of the men who form the Reagan Administration, presenting their thoughts and policies about nuclear war, civil defense and "the enemy." Documents the forces behind the shift towards a more dangerous power balance. A close look at non-democratic processes.

Schell, Jonathan. **The Fate of the Earth.** Alfred Knopf, New York, 1982. The precise and compelling language of this book describes the unimaginable threat of nuclear war within the broad framework of human society and knowledge. Schell uncovers all the hidden connections and reasons for humanistic solutions.

CURRICULUM RESOURCES:

INTERNATIONAL CHILD RESOURCE INSTITUTE
4360 Lincoln Avenue
Oakland, CA 94062

ICRI is centralizing the resources on peace and global education for children throughout the world. Their information bank is accessible to teachers, parents and others.

JOBS WITH PEACE EDUCATION TASK FORCE
10 West Street
Boston, MA 02111

"Crossroads: Quality of Life in a Nuclear World," a science, social studies and curriculum package geared to high school students.

EDUCATORS FOR SOCIAL RESPONSIBILITY
23 Garden Street
Cambridge, MA 02138

"Perspectives: a Teaching Guide to the Concepts of Peace." (K-12)
"A Day of Dialogue." Planning and curriculum guide for dealing with issues of the Nuclear War in the classroom. Grades 4 through high school. Excellent!

WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM
1213 Race Street
Philadelphia, PA 19107

"Learning Peace." A resource unit intended to help teachers in grades 7-12 teach about and for peace. A broad choice of excellent projects are offered.

WILMINGTON COLLEGE PEACE RESOURCE CENTER
Pyle Center Box 1183
Wilmington, OH 45177

A comprehensive collection of exhibits, books, booklets, video series and slides on the issues of war and peace, violence and non-violence.

JANE ADDAMS CHILDREN'S BOOK AWARD
777 United Nations Plaza
New York, NY 10017

A list of books that most effectively promote the cause of peace, social justice and world community. Covers ages 3 to 14.

CHILDREN'S CREATIVE RESPONSE TO CONFLICT (CCRC)
Box 271
Nyack, NY 10960

"The Friendly Classroom for a Small Planet," Prutzman, Burger, et al. An excellent and complete teacher's manual and curriculum guide for classroom conflict resolution, problem solving, and self-esteem. K-6.